

External Review Team (ERT) Report Forms

Office of Federal and State Accountability Division of Accountability



Revised for School Year 2008–09

School: Allendale Elementary School

District: Allendale

Principal: Sheila Leath

Superintendent: Dr. Ora L. Watson

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Rationale for Allendale Elementary

Allendale Elementary is a rural school located in Allendale, South Carolina, and is one of two schools serving elementary students in Allendale County Public Schools. It houses students in four-year child development through grade five, as well as the local Head Start classes for the area. Currently, 575 students attend Allendale Elementary. Of these students, 95% are African American, 2% are Caucasian, and the remaining 3% are primarily Hispanic and Asian. The poverty rate is approximately 90.8% based upon the number of students receiving free or reduced price meals. 12% of the students participate in special education programs, while 0% receive weekly gifted and talented instruction.

The teaching faculty has a high turnover rate. Allendale Elementary has a tremendous challenge to secure certified teachers for all classrooms. As recently as late February 2008, there were 5 classrooms that were taught by uncertified substitute teachers since the first day of the school year. Each of those classrooms had as many as three different long-term substitutes during the first three nine weeks of school.

With the arrival of the new Superintendent in February, 5 certified teachers used in support roles (2 in Reading Recovery, 2 in READ 180, and the science coach) were reassigned to teach those 5 classes for the remainder of the school year. In addition, the previous coordinator of early childhood was placed in a regular teaching position.

Throughout the school, there are 43 certified teachers and 21 paraprofessionals.

PACT DATA COMPARISONS & SUMMARY ANALYSIS 2005-2007

| ENGLISH LANGUAGE ARTS | | | | | MATHEMATICS | | | | | SCIENCE | | | | | SOCIAL STUDIES | | | |
|-----------------------|------|------|------|-----|-------------|------|------|-----|------|---------|-----|-----|------|------|----------------|-----|--|--|
| GR. 3 | BB | B | P | A | BB | B | P | A | BB | B | P | A | BB | B | P | A | | |
| '05 | 26.6 | 45.6 | 27.8 | 0 | 31.3 | 61.3 | 7.5 | 0 | 69.0 | 25.0 | 4.8 | 1.2 | 72.6 | 27.4 | 0 | 0 | | |
| '06 | 24.7 | 46.8 | 27.3 | 1.3 | 30.4 | 54.4 | 13.9 | 1.3 | 73.4 | 25.3 | 1.3 | 0 | 65 | 33.8 | 1.3 | 0 | | |
| '07 | 36.8 | 41.2 | 19.1 | 2.9 | 43.5 | 46.4 | 8.7 | 1.4 | 75.0 | 22.2 | 0 | 2.8 | 37.5 | 56.3 | 6.3 | 0 | | |
| | | | | | | | | | | | | | | | | | | |
| GR. 4 | | | | | | | | | | | | | | | | | | |
| '05 | 47.1 | 42.6 | 10.3 | 0 | 36.8 | 45.6 | 13.2 | 4.4 | 75.7 | 21.4 | 1.4 | 1.4 | 68.1 | 30.4 | 1.4 | 0 | | |
| '06 | 50.0 | 42.1 | 6.6 | 1.3 | 57.9 | 30.3 | 9.2 | 2.6 | 78.2 | 15.4 | 3.8 | 2.6 | 61.5 | 32.1 | 6.4 | 0 | | |
| '07 | 45.6 | 43.0 | 10.1 | 1.3 | 39.2 | 45.6 | 8.9 | 6.3 | 70.7 | 24.0 | 2.7 | 2.7 | 64 | 33 | 27 | 0 | | |
| | | | | | | | | | | | | | | | | | | |
| GR. 5 | | | | | | | | | | | | | | | | | | |
| '05 | 43.3 | 53.7 | 3.0 | 0 | 37.5 | 51.4 | 8.3 | 2.8 | 85.5 | 10.5 | 1.3 | 2.6 | 64.5 | 31.6 | 3.9 | 0 | | |
| '06 | 38.0 | 50.7 | 11.3 | 0 | 45.1 | 39.4 | 11.3 | 4.2 | 71.8 | 28.2 | 0 | 0 | 69.0 | 25.4 | 4.2 | 1.4 | | |
| '07 | 59.7 | 33.9 | 6.5 | 0 | 45.2 | 40.3 | 11.3 | 3.2 | 74.2 | 22.6 | 3.2 | 0 | 71.0 | 29.0 | 0 | 0 | | |

FINDINGS:

Grade 3: Increasing percent of Below Basic (BB) scores in ELA, Math, and Science from 2005 to 2007 test administrations. The percent BB decreased significantly in Social Studies from '06 – '07 (65% down to 37.5 %). In science performance, 3 out of 4 students scored Below Basic.

Grade 4: Test scores in BB improved in ELA (50% to 45.6%), math (57.9 % to 39.2 %), and Science (78.2 to 70.7 %) from 2006-07. During this same time period, the Science BB scores indicated a slight drop in performance, moving from 61.5% to 64% BB.

Grade 5: In comparing data for the last two years, larger percentages of students scored BB in ELA (38% increased to 59.7%--a significant decline in student performance), Math (45.1 to 45.2—no real change), Science (71.8 to 74.2%--a slight change) and Social Studies (69 to 71%--a slight change). Fifth grade student achievement is a serious problem with large percentages of the students failing to meet at least the Basic level (ranging from 45 to 74% depending upon the subject).

PACT comparisons for 2007 by sub-groups:

Reported as the % of Students BB (includes **all** students tested in grades 3-5 (232))

| GENDER | ELA | MATH | SCIENCE | SOC. ST. |
|--------|------|------|---------|----------|
| MALE | 54.7 | 41.0 | 72.7 | 59.5 |
| FEMALE | 37.0 | 44.1 | 72.3 | 59.3 |

The only significant discrepancy in achievement between genders occurred in ELA; the other 3 content areas had insignificant disparities.

Achievement gaps were unable to be identified based upon the factors of ethnicity or poverty index. Of the 232 students in the total population tested in grades 3 – 5, 218 were African-American, leaving insufficient numbers to use for valid ethnicity comparisons. In the area of poverty, the lack of numbers of full pay students (30 spread across three grade levels) was too small to do valid achievement comparisons.

SUMMARY OF PACT STUDY:

A disproportionate number of the students are consistently scoring in the Below Basic category. With the exception of grade 3, very few students are reaching the Proficient category; almost no students are scoring Advanced at any grade level. Overall, student achievement as measured by PACT performance is unsatisfactory.

MAP ANALYSIS FROM WINTER 2007 TO WINTER 2008

Reported in table as mean RIT scores by grade levels:

| Grade Year | 3 rd 2007 | 3 rd 2008 | 4 th 2007 | 4 th 2008 | 5 th 2007 | 5 th 2008 |
|------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| READING | 184.7 | 184.4 | 192.0 | 192.1 | 200.1 | 201.1 |
| MATH | 191.2 | 188.5 | 200.2 | 199.2 | 206.2 | 209.7 |

Findings: As illustrated by the above chart, much work and improvement are needed in order to reach significant levels of improvement.

BENCHMARKS (Quarterly tests that accompany the Anderson 5 Curriculum program)

2008 Data: This is the first year that Benchmarks have been given each nine weeks. The results are reported as the number of students who scored 70% or higher in each subject area at the end of the first and second nine weeks testing.

| Grade | Reading 1 st qrtr | Reading 2 nd qrtr | Math 1 st qrtr | Math 2 nd qrtr | Science 1 st qrtr | Science 2 nd qrtr | Soc St 1 st qrtr | Soc St 2 nd qrtr |
|-------|------------------------------|------------------------------|---------------------------|---------------------------|------------------------------|------------------------------|-----------------------------|-----------------------------|
| 3 | 17 /73 | 34 /70 | 29 /70 | 37 /70 | 7 /32 | 25/70 | 22 /72 | 34 /70 |
| 4 | 7 /75 | 19 /72 | 3 / 65 | 38 /72 | 1 / 65 | 24 /72 | 17 / 72 | 19 /72 |
| 5 | 9 /76 | 20 /75 | 15 /76 | 13 /75 | 2 /76 | 8 /75 | 12 /75 | 8 / 75 |

Findings: Increased focus upon full implementation of the Anderson 5 curriculum model, along with quarterly formative testing, is making a positive impact upon student progress (the exception being Grade 5 Math, Science, and Social Studies). This

positive improvement trend must continue even more aggressively if students are to master testing on the curriculum standards on the Spring PACT administration.

DEVELOPMENT OF THE 2008-09 FSRP:

To initiate work on the development of the 2008-09 Focused School Renewal Plan, the process began with grade level and support teachers meeting with the ERTL throughout the day on March 6, 2008, to review the progress of the '07-'08 plan recently completed and verified. MAP and Benchmarks testing results from both administrations this school year were reviewed with teachers. Further, each teacher's MAP results were compared to the projected PACT levels that could reasonably be expected for the 2008 PACT administration. Discussions focused upon the strengths and weaknesses identified as part of this 2007-08 school renewal effort. All teachers were asked to submit suggestions and brainstorming ideas to the Principal and School Leadership Team by the following Monday for consideration in the development of the new plan; input is desired from all stakeholders.

The following week, the School Leadership Team met to discuss the input received and to decide upon the student achievement goals for the new plan. It was decided that goals needed to be included to address each of the four major content areas. The basic assumptions upon which the FSRP was developed were:

- Teachers and students at all tested grade levels must be held accountable to demonstrate marked improvement.
- Increased student achievement gains must occur in all four content areas if the school is to make gains necessary to accomplish the +.3 SGI by Spring 2009.
- Classroom delivery must improve through intensive, grade level specific professional development with subsequent follow-up to ensure successful implementation.
- Increased parental involvement must occur to maximize student growth.
- Focus must be upon all students with targeted assistance to address their individual needs.
- Employment of certified teachers must occur if quality instruction is to be provided for all students.
- Teacher: pupil ratio must be addressed at the first grade level to maximize student learning.

The next step in planning was for the School Leadership Team, the administration, and the ERT Liaison to begin development of strategies designed to create dramatic improvements in the quality of teaching, improved classroom strategies and delivery systems, and needed programmatic changes. Members of the School Leadership Team shared drafts with their groups of teachers whom they represent for feedback. Upon completion of the FSRP, the Principal will provide a detailed review of the plan for 2008-09 with the entire faculty.

The following provides an overview to show how the goals, strategies, and indicators will accomplish the desired student achievement results:

- Grade level and subject specific professional development will be provided at the school level that focus upon effective teaching strategies (with special emphasis upon reading instruction), integration of technology, increased content rigor, analysis and use of test results, just to name a few.
- Targeted instruction will occur for students at all performance levels based upon their RIT scores. Small RIT groups will occur twice weekly. A new Computer Assisted Instruction program will be implemented daily and is tailored to address each students' instructional needs in a hierarchical order.
- Consistent, effective utilization of the Anderson 5 curriculum series will be implemented more fully and monitored rigorously by the administration. Accompanying formative assessments (Benchmarks), administered quarterly throughout the year, will be analyzed to monitor instructional effectiveness and student progress. Use of these results will enable teachers to assess their teaching and make modifications.
- Documentation of the indicators of implementation will address results in each of the four content areas. Actual student gains will be measured against individual goals established by the parent, teacher, and student. Class gains and grade level gains will be analyzed and compared to projected progress stated in the student achievement goals. Quarterly meetings between the Principal, Curriculum Facilitator, and individual teachers will require each teacher to elaborate upon her students' results, thereby ensuring detailed analysis of findings and development of improvement plans.
- Increased parental involvement will be sought throughout the year with subject area workshops that will focus upon the curriculum standards. Parents will collaborate in goal setting and be informed of student progress following each MAP administration.
- Math computational skills and memorization of math facts will become an emphasis with a student incentive program to reward accomplishment. Accelerated Reader incentives will be given to promote increased independent reading and comprehension skills.
- Classroom observations will be increased as the Administration monitors for follow through of expectations; feedback will be provided to address inadequacies.

The faculty and administration at Allendale Elementary are cognizant of the tremendous need for school-wide improvement, both from the standpoint of effective teaching and increased student performance. We are confident that full implementation of the 2008-09 FSRP will result in improved achievement needed at Allendale Elementary.

District controlled factors, such as staffing allocations, administrative support and recruitment/employment of certified teachers, will play a critical role in the success of our school goals.

**Allendale Elementary School
Focused School Renewal Plan Rationale Addendum:**

The following concerns are reflected in the revised Focused School Renewal Plan for 2008-09:

1. Recommendations from the ERT Confirmation Committee suggested that Student Achievement goals 1 and 2 should be rewritten with other measures and additional strategies. The measurable goals were stated in terms of average RIT score gains by grade levels in grades 3-5 as measured by Winter 2009 MAP assessment. Per Geri Martin and Karen Eldridge, this measure is acceptable and revisions are unnecessary. Additional instructional strategies were requested but again, when revised along with Martin and Eldridge, they were deemed sufficient.
2. The revised FSRP reflects several date changes to reflect actuality. For example, a pre-service professional development activity to analyze 2008 PACT results was not held due to the SDE embargo on the release of data. The professional development workshop is rescheduled for September 23, 2008.
3. Use of computer assisted instruction was listed under goals 1 and 2 stating that students would participate "daily". The district budgeted only 2 computer lab manager positions for this school year (one less than 2007-08); therefore, the revisions reflect lab sessions occurring three times weekly.
4. The use of Anderson Benchmarks has been eliminated. The new Benchmarks for science and social studies formative assessment will be Higher Standards for Learning. This changed the criteria and measurement used in Student Achievement goals 3 and 4.
5. District administration has placed a priority upon use of an instructional delivery model in every classroom referred to as the Lesson Cycle. It incorporates many of Hunter's PET components. Lesson plans must also reflect these components. Several strategies have been revised to incorporate these directives.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

| | |
|------------------|--|
| July | <ul style="list-style-type: none"> • Develop master schedule/calendar of important dates • Create checklists and forms for documentation • Establish class level incentives for student achievement • Develop school-wide discipline plan |
| August | Workshop on school-wide discipline plan |
| September | <ul style="list-style-type: none"> • Develop and implement Accelerated Reader program • 4 half day reading professional development workshops • Observe implementation of reading strategies from reading workshops • Parent Reading Workshop • Calendar Math Walkthrough • Science professional development by Science Coach • Review student interim reports • Display Wall of Fame for student recognition • Data Walls for PACT • Provide pre-service professional development in analysis and utilization of test data • Back To School parent reading workshop • Back To School parent math workshop |
| October | <ul style="list-style-type: none"> • Quarterly data conferences • 4 half day reading professional development workshops • Observe implementation of reading strategies from reading workshops • MAP Testing • Collect/analyze student performance data on MAP • Review computer generated progress reports • Review documentation of math computational drills • Review math drills spreadsheet (Curriculum Facilitator) • Science professional development by Science Coach • Family Science Night • Observe technology/social studies integration |

| | |
|-------------------------|---|
| October (cont'd) | <ul style="list-style-type: none"> • Review student report cards • Data Walls for MAP |
| November | <ul style="list-style-type: none"> • Math Parent Workshop • Science professional development by Science Coach • Review student interim reports • Benchmark Testing • Collect/analyze student performance data on Benchmarks |
| December | <ul style="list-style-type: none"> • Calendar Math Walkthrough • Science professional development by Science Coach • Observe technology/social studies integration |
| January | <ul style="list-style-type: none"> • Quarterly data conferences • Review computer generated progress reports • Review documentation of computational drills • Observe implementation of reading strategies from reading workshops • Parent Reading Workshop • MAP Testing • Collect/analyze student performance data on Benchmarks • Review math drills spreadsheet (Curriculum Facilitator) • Calendar Math Walkthrough • Science professional development by Science Coach • Review student report cards |
| February | <ul style="list-style-type: none"> • Family Science Night • Science professional development by Science Coach • Review student interim reports • 2nd Quarter Benchmark Testing • Collect/analyze student performance data on Benchmarks |
| March | <ul style="list-style-type: none"> • MAP Testing • Collect/analyze student performance data on MAP • Parent Math Workshop • Calendar Math Walkthrough • Science professional development by Science Coach • Observe technology/social studies integration |

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| April | <ul style="list-style-type: none"> • Quarterly data conferences • Review computer generated progress reports • Review documentation of computational drills • Observe implementation of reading strategies from reading workshops • 3rd Quarter Benchmark Testing • Collect/analyze student performance data on Benchmarks • Review math drills spreadsheet (Curriculum Facilitator) • Science professional development by Science Coach • Review student report cards |
| May | <ul style="list-style-type: none"> • Review math drills spreadsheet (Curriculum Facilitator) • Science professional development by Science Coach • Observe technology/social studies integration |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 55% of all students in grades 3-5 will score proficiency level on the Reading Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
|---|--|---|---|
| <p>1.1 Provide professional development in analysis and utilization of test data at the classroom level (Spring '08 MAP RIT band data, PACT '08 results/ data and differentiation of instruction).</p> <p>Quarterly conferences will be held with each classroom teacher to focus upon analysis of results and use of current data to improve instruction</p> | <p>Professional development providers, Curriculum Facilitator, Principal, Classroom teachers</p> | <p>9/08</p> | <p>During September an early student dismissal day will be designated for professional development and will be presented by <u>district office personnel</u>. Teachers will be divided into grade level categories to analyze data specific to their students. All teachers will be in attendance to be documented by the principal with sign in sheets. As systematic follow-up, the <u>Principal</u> or <u>Curriculum Facilitator</u> will meet quarterly with each teacher to discuss her group's scores, progress, problems and plans for improvement. Documentation will be a log of quarterly conferences with anecdotal notes of suggestions for improvement maintained by the <u>Principal</u>.</p> |
| <p>1.2 All classroom teachers will participate in the implementation of a Balanced Literacy Program (K-5). Teachers will fully implement the program components by the end of the 1st nine weeks.</p> | <p>Curriculum Facilitator, ERG Professional Development Providers, Classroom teachers</p> | <p>8/08</p> | <p>During September and October, half day trainings will be conducted (K-1, 2-3, 4-5 ELA teachers) focused upon targeted instructional deficiencies: strategies for teaching, guided reading, shared reading, independent reading and the Reading/Writing Connection). Agendas and sign in rosters will document professional development sessions and will be kept on file.</p> |

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| | | | Follow-up documentation of classroom implementation of these reading strategies will be observed by <u>Principal</u> and <u>Curriculum Facilitator</u> each nine weeks and documented by walkthrough observations. |
| 1.3 Use flexible grouping for differentiated instruction in reading for all students in grades 1-5. | Principal, Curriculum Facilitator, Classroom teachers | 9/08 | The <u>Principal</u> and <u>Curriculum Facilitator</u> will monitor weekly lesson plans of teachers for inclusion of RIT band instruction. RIT band instruction will also be documented during observations by the administration. The <u>teachers</u> will keep a file of RIT group adjustments. |
| 1.4 Incorporate individualized computer assisted instruction through Successmaker. Classroom teachers will assist the Lab Manager during lessons to monitor students' progress. | Curriculum Facilitator, Computer Lab Managers, Classroom teachers | 8/08 | The <u>Computer Lab Managers</u> will generate progress reports weekly to be used by teachers to adjust instruction. Copies will be maintained by <u>lab managers</u> . |
| 1.5 Host a Back To School Parent Reading Workshop. At the conclusion, parents will sign up for a parent-child-teacher conference to develop a yearly Reading MAP goal using the Spring '08 MAP data. The goals will be monitored after each MAP administration. | Instructional Team, Classroom teachers | 9/08 | Each <u>teacher</u> will maintain a log of individual parent teacher conferences for the year indicating which parents attended and the dates of attendance. Parents unable to attend will receive a written update following each MAP administration; signed copies will be maintained by teachers throughout the year. |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: : By April 1, 2009, students in grades 3-5 will score proficiency level on the Spring '09 administration of MAP in the area of Math (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
|---|--|---|---|
| <p>2.1 Provide professional development in analysis and utilization of test data at the classroom level (Spring '08 MAP RIT band data, PACT '08 results/ data and differentiation of instruction).</p> <p>Quarterly conferences will be held with each classroom teacher to focus upon analysis of results and use of current data to improve instruction</p> | <p>Principal, Curriculum Facilitator,</p> <p>Professional development providers,</p> <p>Classroom teachers</p> | <p>8/08</p> | <p>An early dismissal Professional development day will be designed for this goal in September. Teachers will be divided into grade level categories to analyze data specific to their students. All teachers will be in attendance to be documented by the principal with sign in sheets. As systematic follow-up, the <u>Principal</u> or <u>Curriculum Facilitator</u> will meet quarterly with each teacher to discuss her group's scores, progress and problems. Documentation will be a log of quarterly conferences with anecdotal notes of suggestions for improvement.</p> |
| <p>2.2 Incorporate individualized computer assisted instruction through Successmaker. Classroom teachers will assist the Lab Managers during lessons to monitor students' progress.</p> | <p>Principal</p> <p>Curriculum Facilitator</p> <p>Classroom teachers</p> <p>Computer Lab Manager</p> | <p>8/08</p> | <p>The <u>Computer Lab Managers</u> will generate progress reports bi-weekly to be used by teachers to adjust instruction. Copies will be maintained by <u>lab managers</u> and reviewed by the <u>Principal</u> or <u>Curriculum Facilitator</u> at the end of each 9 week period.</p> |

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| 2.3 Host a Back To School Parent Math Workshop. At the conclusion, parents will sign up for a parent-child-teacher conference to develop a yearly Math MAP goal using the Spring '08 MAP data. The goals will be monitored after each MAP administration. | Instructional Team Teachers | 9/08 | Each <u>teacher</u> will maintain a log of individual parent teacher conferences for the year indicating which parents attended and the date of attendance. Parents unable to attend will receive a written update following each MAP administration. The <u>principal</u> will review logs during quarterly data conferences with teachers and document with a checklist to be kept on file. |
| 2.4 Weekly math computational drills based upon appropriate curriculum standards will be conducted at each grade level. Quarterly math challenge bowls will occur at each grade level. | Curriculum Facilitator Classroom teachers | 8/08 | <u>Teachers</u> will maintain a spreadsheet with individual student scores by week along with a copy of the sheet for each week. The <u>Curriculum Facilitator</u> will review each teacher's documentation at the end of each nine week period. The <u>Curriculum Facilitator</u> will maintain a dated checklist of quarterly reviews. |
| 2.5 Teachers will implement Calendar Math at every grade level daily as a means of introducing new concepts along with spiraling review. | Principal Curriculum Facilitator Classroom Teachers | 8/08 | The <u>Principal</u> and <u>Curriculum Facilitator</u> will monitor weekly lesson plans with written feedback to any teacher whose plans do not include calendar math daily. A checklist will be maintained along with copies of written feedback by administration. The <u>Principal</u> and <u>Curriculum Facilitator</u> will check each teacher's Calendar Math board for proper implementation as walkthroughs are completed. A checklist of walkthroughs will be maintained by both <u>administrators</u> to document observation of expectations a minimum of 3 times per year. |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, 50% of all students in grades 3-5 will demonstrate a mastery level of 70% or higher on the Science Tests for Higher Standards benchmark test administered at the end of the third nine weeks.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
|---|---|-------------------------------|---|
| 3.1 Each teacher must utilize standards-based curriculum materials to ensure adequate coverage of all grade level science standards (Anderson Five, FOSS, GEM, STC and Delta Science kits). | Principal, Science Coach, PDS Director, Classroom teachers | 8/08 | Weekly science lesson plans must be submitted to the Science Coach that indicate the curriculum standards addressed and the kit activities to be used. The <u>Science Coach</u> will provide immediate feedback to a teacher if the plans are inadequate, maintaining a checklist of plans received by teacher with dates and copies of any written feedback provided. The <u>Science Coach</u> will visit each teacher's classroom at least once per nine weeks to observe implementation of the lesson plans and use of kits during the science instruction. She will maintain a checklist by individual teacher with dates of observation and copies of any written feedback provided to the teacher; these documents will be maintained in a file and shared quarterly with the <u>Principal</u> . |
| 3.2 The Science Coach will provide grade level specific Professional Development for teachers regarding effective teaching strategies, content and procedures, kit usage, science fair projects, etc. | Science Coach PDS Director | 8/08 | The <u>Science Coach</u> will meet with each grade level team of teachers a minimum of once per month (preferably during a planning period) to provide science professional development on topics of need and effective utilization of the science kits. Documentation will be a checklist with topics, dates, |

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| | | | and teachers in attendance to be maintained by the science coach. Classroom implementation of the strategies discussed will be observed during the Science Coach's weekly observations (strategy 1) and will be documented on an observation checklist maintained by the <u>Science Coach</u> . |
| 3.3 A family science night will be held twice during the year, coordinated by the science coach and conducted in concert with classroom teachers who will prepare hands-on, grade level appropriate activities for active participation of parents and students. | Principal, Science Coach, PDS Director, Classroom teachers | 2/09 | <p>The <u>Science Coach</u> and <u>Principal</u> will develop a schedule for science parent nights (2) to be documented on the monthly calendars, copies of communications sent to parents and actual sign in sheets for participants.</p> <p><u>Teachers</u> and the <u>Science Coach</u> will develop hands-on activities that parents and students can use together that demonstrate the appropriate grade level science curriculum standards. A listing of the activities along with photographs will serve as documentation and be retained by the <u>Science Coach</u>.</p> <p>Copies of the parent friendly curriculum standards will be given to parents who attend the workshops; the <u>coach</u> will retain a dated copy of the handouts in her documentation file.</p> |
| 3.4 Grade level teachers will analyze benchmark data following each test administration to determine strengths and weaknesses of individual students by class and grade level. | Classroom Teachers | 10/08 | <u>Teachers</u> will maintain in their data notebooks quarterly summaries of individual student strengths and weaknesses based on benchmark tests by class. Grade level teams will analyze class data to develop a profile of strengths and weaknesses for the grade level. |
| 3.5 Grade level teachers will provide on-going instruction on the Science inquiry standards by developing class, group or individual science projects in preparation for a School-wide Science Fair. | Science Coach Classroom teachers | 2/09 | The <u>Science Coach</u> will monitor implementation of science inquiry standards through quarterly teacher observations focusing on the Coaching Cycle. This will be documented through a checklist. <u>Teachers</u> will document the implementation of science projects through, observations by science coach and photographs of student products. |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4: : By April 1, 2009, 50% of all students in grades 3-5 will demonstrate a mastery level of 70% or higher on the Social Studies Tests of Higher Standards benchmark test administered at the end of the third nine weeks.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
|--|---|-------------------------------|---|
| 4.1 Quarterly professional development will be provided on effective teaching strategies/best practices in the social studies content area. Teachers will incorporate practices into instruction and lesson plans. | Principal, Curriculum Facilitator, Classroom teachers | 8/08 | Follow-up documentation of classroom implementation of these strategies will be observed by the <u>Principal</u> and <u>Curriculum Facilitator</u> each nine weeks through use of the Walk'bout. Specific written feedback will be given to teachers as needed with copies retained by the principal. |
| 4.2 Classroom teachers will effectively integrate technology-enriched learning activities that actively engage students and address the academic standards by using tools such as United Streaming, Promethean Boards, and Powerpoint. | Principal, Curriculum Facilitator | 8/08 | Each <u>Social Studies teacher</u> will sign up for a time to teach a model lesson during one nine week period to demonstrate effective integration of technology during instruction. The <u>Principal</u> and <u>Curriculum Facilitator</u> will provide specific written feedback to teachers. A calendar of observation times and a copy of observation notes given to teachers after each observation will be kept on file by the <u>Principal</u> . Following professional development, the expectation will be that teachers will integrate technology into their social studies curriculum a minimum of one lesson per week which is to be documented in lesson plans. |
| 4.3 Teachers will fully implement the Social Studies portion of the Anderson 5 Curriculum and utilize results from the formative | Principal, Curriculum | 8/08 | Weekly lesson plans will be submitted to the <u>Principal</u> and <u>Curriculum Facilitator</u> . Submitted plans will be recorded on a checklist and written feedback will be |

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| quarterly Test for Higher Learning benchmark test to assess teaching and learning of content. | Facilitator, Classroom teachers | | provided as needed. The <u>Principal</u> and <u>Curriculum Facilitator</u> will monitor results. <u>Teachers</u> will analyze unit test results and the administrators will monitor student progress on unit tests once per nine weeks. A data analysis form will be used to show how many students failed the unit tests and feedback given to teachers. The <u>administrators</u> will review interim and report card grades and give feedback about accommodations the teacher may need to make. |
| 4.4 Using the Social Studies Curriculum standards, the media specialist will develop and coordinate a current listing of United Streaming video topics appropriate for each grade level. | Media Specialist | 8/08 | <u>Media specialist</u> will maintain copies of updated lists and turn in to the principal an updated list at the end of each 9 weeks. The <u>media specialist</u> will maintain copies of lists and communications to teachers about additions as they become available. |
| 4.5 Teachers will develop instructional plans and structure classroom delivery using the Lesson Cycle (an Allendale County Schools model containing many elements of Hunter's PET model). | Principal, Curriculum Facilitator, Classroom teachers | 8/08 | The <u>Principal</u> and <u>Curriculum Facilitator</u> will review weekly lesson plans to ensure that the Lesson Cycle format is being used. The <u>Principal</u> and <u>Curriculum Facilitator</u> will observe all teachers implementing the classroom delivery model throughout the year (ten observations per week minimum) using the Allendale County Schools Classroom Observation Form. |

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the Principal will ensure analysis of student, class and school wide test data for programmatic and instructional improvements to facilitate student achievement in the four content area as stated in the following student achievement goals:

Focused Student Achievement Goal 1: : By April 1, 2009, 55% of all students in grades 3-5 will score proficiency level on the Reading Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.

Focused Student Achievement Goal 2: By April 1, 2009, 55% of all students in grades 3-5 will score proficiency level on the Math Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.

Focused Student Achievement Goal 3: By April 1, 2009, 50% of all students in grades 3-5 will demonstrate a mastery level of 70% or higher on the Science Tests for Higher Standards benchmark test administered at the end of the third nine weeks.

Focused Student Achievement Goal 4: : By April 1, 2009, 50% of all students in grades 3-5 will demonstrate a mastery level of 70% or higher on the Social Studies Tests for Higher Standards benchmark test administered at the end of the third nine weeks.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation. |
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| P1.1 Develop and maintain a master schedule/calendar of testing dates (MAP, Benchmarks, etc.), RIT band instruction days, parent night workshops, parent/teacher conference dates, professional development dates and topics, due dates for documentation of implementation, and other important events throughout the 2008-09 school year. | Principal | 6/08 | The <u>principal</u> will maintain a file of the master schedule by month to indicate changes. She will date and note additional required information for documentation directly on the monthly calendars along with her signature before filing. |
| P1.2 Monitor student achievement and | Principal | 10/08 | Performance data by individual student, teacher, |

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| teacher performance throughout the year by conducting quarterly conferences with classroom teachers to review their data analysis notebooks. | Curriculum Facilitator | 1/09 3/09 6/09 | <p>class (es), and grade level will be collected and analyzed by the <u>Principal</u> and <u>Curriculum Facilitator</u> following each grading period and each test administration. Disaggregated data sheets for each teacher (PACT 2008, MAP (beginning with Spring 2008), Benchmarks, and nine week grade reports) will be developed.</p> <p>Grade level data will be shared with each grade level team of teachers quarterly with a copy of the data to be signed, dated, and retained in a file by the principal.</p> <p>Individual conferences will be held with each classroom teacher to share data results for individual students he/she teaches and whole class data for each subject area; a copy will be given to each teacher and the Curriculum Facilitator, while the <u>Principal</u> will retain a copy to be dated and signed by the individual teacher to be maintained in a master file.</p> |
| <p>P1.3 Ensure differentiated instruction based upon identified student needs through:</p> <ul style="list-style-type: none"> • Coordination and supervision of weekly RIT band instruction for reading and math, with adjusted grouping based upon quarterly MAP testing results • Implementation of Successmaker Lab individualized instruction three times per week by each class and monitoring of the results. | Principal, Classroom teachers | 9/08 | <p><u>Teachers</u> will maintain in their data notebooks chronological listings of their RIT band groups along with the MAP test results and analyses on which these groups were based. <u>Principal</u> will create a file of RIT group adjustments.</p> <p><u>Teachers</u> will maintain in their data notebooks quarterly summaries of individual student strengths and weaknesses based on benchmark tests and Successmaker progress reports.</p> |
| P1.4 Provide professional development training to successfully revamp the reading program using a Balance Literacy Program model to include reading aloud, shared reading, guided reading, independent reading, shared writing, interactive writing and independent writing. | Reading Consultant, Principal, Curriculum Facilitator | 9/08 | <u>Teachers</u> will document the implementation of the balanced literacy model through references in their lesson plans and quarterly observations logged by the <u>Principal</u> or <u>Curriculum</u> facilitator. Agendas and sign in sheets will document professional development rosters. |
| P1.5 Coordinate the use of the Allendale | Principal, | 9/08 | <u>Teachers</u> will document the implementation of the |

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| County School Lesson Cycle by all teachers for the development of standards-based lesson plans and ensure classroom instructional delivery using this lesson development cycle. | Curriculum Coordinator | | Allendale County Lesson Cycle model of instructional delivery through their lesson plans and quarterly observations logged by the <u>principal</u> or <u>curriculum facilitator</u> . |
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: : In order to create a conducive learning environment, maximize quality instruction, and increase student achievement, by April 1, 2009, the principal will develop and implement a school-wide recognition program to facilitate the accomplishment of Student Achievement Goals 1 and 2 as stated below:

Focused Student Achievement Goal 1: : By April 1, 2009, 55% of all students in grades 3-5 will score proficiency level on the Reading Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.

Focused Student Achievement Goal 2: By April 1, 2009, 55% of all students in grades 3-5 will score proficiency level on the Math Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.

In order to maximize time on task and students learning

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation. |
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| P2.1 Coordinate and work with teachers to display a Wall of Fame with pictures of "blue ribbon" students who made or maintained extraordinary progress (e.g., MAP, Benchmarks, quality student work) | Principal | 7/08 | The <u>Principal</u> will maintain a form to determine scores, a record of the results, and a picture file of the Wall of Fame. |
| P2.2 Establish class level incentives for student achievement (Accelerated Reader, Math and Science competition winners) | Principal | 7/08 | Written criteria for each incentive will be kept on file by the <u>Principal</u> in addition to a list of class winners of incentives. |
| P2.3 Through school-wide procedures and routines, develop, implement and monitor a school-wide discipline plan with clear, consistent behavior expectations for students. The Principal and School Leadership Team will provide a workshop for staff members on the school-wide discipline plan. | Principal, Classroom teachers | 7/08 | Implementation of the school-wide discipline plan will be monitored by the <u>principal</u> and documented through the Allendale County School's Walkthrough Observation form. The <u>Principal</u> will maintain a copy of the agenda and sign in sheets in a file. The plan will be included in handbooks for students and staff. Teachers will |

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| | | | review the plan with students during the first week of school. |
| P2.4 Display MAP and PACT data on data walls throughout the school to guide instructional decisions in the classroom and school. | Principal | 8/08 | The <u>curriculum facilitator</u> will maintain the data walls. The <u>principal</u> will maintain a picture file of data walls. |
| P2.5 Develop an incentive program to reward teachers for meeting or exceeding student achievement goals. | School Leadership Team Principal | 8/08 | Written criteria for each incentive will be kept on file by the <u>Principal</u> in addition to a list of winners of incentives. |
| P2.6 Observe all teachers implementing the classroom delivery model throughout the year using the Allendale County Schools Classroom Observation Form. | Principal | 8/08 | Copies of observations will be kept on file in the Principal's office. |

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009, the district will support successful implementation of the school's instructional programs to improve academic achievement, as measured by a correlation of Spring 2009 MAP and PACT data:

- **55% of all students in grades 3-5 will score proficiency level on the Reading Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.**
- **55% of all students in grades 3-5 will score proficiency level on the Math Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.**
- **50% of all students in grades 3-5 will demonstrate a mastery level of 70% or higher on the Science Tests for Higher Standards benchmark test administered at the end of the third nine weeks.**
- **50% of all students in grades 3-5 will demonstrate a mastery level of 70% or higher on the Social Studies Tests for Higher Standards benchmark test administered at the end of the third nine weeks.**

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| Provide professional development in data analysis of MAP data in K-12. | Assistant to the Superintendent/Meredith Cooler | September 2008 | Ongoing professional development in MAP data analysis will be provided throughout the school year geared to grade level groupings to improve teacher analysis of data and enable teachers to meet needs of individual students based on standardized testing performance. Professional Development will be monitored by sign-in sheets, agendas, and evidence of flexible grouping in lesson plans- <i>Professional development coordinator.</i> |
| Implement STAR Academy and Overage Learning Center Program. | Superintendent/Dr. Ora Watson | August 2008 | Participation in computer assisted instructional programs to provide opportunities for overage students in grades 8-12 to work on individualized programs to accelerate student achievement, reduction in the number of overage students in the 8 th and 9 th grades – <i>STAR Academy Lead Teacher and Alternative Program Director</i> |

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| Implement benchmark tests in Science and Social Studies. | Director of Instructional Accountability/Becky Dukes | September 2008 | Purchase Tests for Higher Standards for the district, create Science and Social Studies benchmark tests, provide Professional Development for teachers on using the results of the tests to make instructional decisions. Professional Development will be monitored by sign-in sheets, agendas, and evidence in lesson plans of standards focus based on data. - <i>Professional development coordinator, Director of instructional accountability</i> |
| Implement and supervise effective instructional delivery in K-12. | Superintendent/ Dr. Ora Watson; Assistant to the Superintendent/Meredith Cooler | August 2008 | District level administrative staff will provide professional development on the Lesson Cycle and will purchase and train on software for the Classroom Walkthrough to observe lessons and planning to ensure quality instructional strategies and effective instruction throughout the school year. District Office Administration will support by making 5 observations per administrator per week. Assistant to the Superintendent will review lesson plans on On-Course Lesson Plan websites weekly to make sure the Allendale Lesson Cycle plan is being used to teach standards in all core subject areas. - <i>Superintendent, Assistant to the Superintendent, Education Services</i> |
| Implement Class Index Goals for all core content teachers in Grades K-10 for accountability. | Superintendent/ Dr. Ora Watson | September 2008 | Development of a Teacher Achievement Goal based on MAP growth from Spring 08 to Spring 09 in Math and Reading in Grades K-10 and based on growth on Benchmark growth from Fall 08 to Spring 09 in Science and Social Studies for teachers in grades 3-10 - <i>Director of Instructional Accountability</i> |
| Monthly Reports to Board of Trustees on the progress of each school's Focused School Renewal Plan. | Superintendent/ Dr. Ora Watson | August 2008 | Each principal will give a monthly report to the Board of Trustees on their school's progress toward meeting the goals of their Focused School Renewal Plan (Reports will be in Board minutes and on Board Meeting Agendas) - <i>Secretary to the Superintendent</i> |

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, the district will increase educational technology to improve academic achievement, as measured by a correlation of Spring 2009 MAP and PACT data:

- **55% of all students in grades 3-5 will score proficiency level on the Reading Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.**
- **55% of all students in grades 3-5 will score proficiency level on the Math Spring '09 administration of MAP (Measures of Academic Progress) as defined by the MAP/PACT Equivalency table.**
- **50% of all students in grades 3-5 will demonstrate a mastery level of 70% or higher on the Science Tests for Higher Standards benchmark test administered at the end of the third nine weeks.**
- **50% of all students in grades 3-5 will demonstrate a mastery level of 70% or higher on the Social Studies Tests for Higher Standards benchmark test administered at the end of the third nine weeks.**

| Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement. | Person(s) Responsible (Position/Name) | Start Date of Strategy | Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i> |
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| Purchase and Implement benchmark tests in Science and Social Studies. | Director of Instructional Accountability/Becky Dukes | September 2008 | Purchase <i>Tests for Higher Standards</i> software for the district, create Science and Social Studies benchmark tests, provide Professional Development for teachers on using the results of the tests to make instructional decisions - <i>Professional development coordinator, Director of instructional accountability</i> |
| Purchase software and hardware to implement and supervise effective instructional delivery in K-12. | Superintendent/Dr. Ora Watson | August 2008 | District level administrative staff will provide professional development on the Lesson Cycle and will purchase and train on software for the Classroom Walkthrough to observe lessons and planning to ensure quality instructional strategies and effective instruction throughout the school year - <i>Superintendent</i> |
| Secure software program to implement Class Index Goals for all core content teachers in Grades K-10 for accountability. | Assistant to the Superintendent/Meredith Cooler | September 2008 | Purchase a Teacher Achievement Goals software program to create Class Index Goals based on MAP growth from Spring 08 to Spring 09 in Math and Reading in Grades K-10 and based on growth on Benchmark growth from Fall 08 to Spring 09 in Science and Social Studies for teachers in grades 3-10. Goals will be part of the teacher's annual evaluation. - <i>Assistant to the Superintendent, Director of Instructional Accountability</i> |
| Purchase <i>Successmaker</i> software for elementary and middle schools. | Assistant to the Superintendent/Meredith Cooler | August 2008 | Purchase <i>Successmaker</i> software and install in school computer labs. Provide training for principals and staff. Analyze Class Progress Reports - <i>Assistant to the Superintendent, Director of Instructional Accountability</i> |

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Allendale County Schools Observation Form – an informal observation instrument used to assess teacher performance used as a means of engaging teachers in dialogue and reflection about teaching practices and school-wide goals.

Allendale Elementary School Professional Development School (AES PDS): A collaborative initiative among USC Aiken, USC Salkehatchie, Allendale Elementary School, and Allendale County School District for the purpose of improving student achievement through on-site pre-service teacher preparation, personalized in-service professional development and other assistance.

Anderson Five Curriculum: a curriculum developed by Anderson District Five that serves as a foundation of study in the four content areas and is approved by the South Carolina Department of Education.

Balanced Literacy Model: a literacy model whose components include reading aloud, guided reading, shared reading, independent reading, shared writing, interactive writing, and independent writing.

Benchmarks: a set of tests used to measure student mastery of the curriculum standards at the end of each nine weeks. Allendale Elementary uses the benchmarks that are a part of the Anderson Five Curriculum in all four content areas.

Computer-Assisted Instruction: a program of instructional material presented by means of a computer or computer system which is individualized by student and builds upon skills in sequential order. The program addresses Reading and Math. The Successmaker Program will be used at Allendale Elementary.

Curriculum Facilitator (CF): A certified teacher who provides support and assists teachers in the ongoing development of the overall instructional programs of the school.

Differentiated Instruction: a teaching approach in which instruction is tailored to meet the needs of the individual student.

Everyday Counts Calendar Math: a research based math program that is used to introduce new concepts along with a spiraling review.

Lesson Cycle: the Allendale County Schools instructional deliver model which consists of anticipatory set, objective, input, modeling, guided practice, independent practice, closure and assessment.

Measures of Academic Progress (MAP): computerized adaptive tests that measure student achievement progress and growth. Allendale Elementary utilizes the Reading and Math components of MAP in grades K-5.

Northwest Evaluation Association (NWEA): Developers and providers of Measures of Academic Progress (MAP)

Palmetto Achievement Challenge Tests (PACT): South Carolina's means of assessing progress toward national educational standards at grades 3 through 8

Raush Unit (RIT): a number that indicates a student's instructional level as part of the MAP assessment program.

School Leadership Team (SLT): a team of school leaders with representatives from each grade level, special areas and the administration.

Science Coach: a school-based science curriculum specialist funded cooperatively by Allendale County Schools and the Math Science Unit.

Successmaker: an online educational software program which offers standards-based reading and mathematics instruction.

Tetra Data: a warehouse of longitudinal data of student achievement indicating state and local results along with specific demographic and personal data.

Tests for Higher Standards: standards-based benchmarks tests which will be administered quarterly to students in grades 1-5 in the areas of Science and Social Studies.